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ABSTRACT

This document provides a business education model or set of criteria against which instructional practices in basic and survival skills may be compared. These criteria are valid for business instruction at the 9th- through 12th-grade levels. Section 1 contains the Business Education Survival Skills Matrix. An "x" indicates that 50 percent or more of respondents agreed that the survival skill is taught/retaught in the business education course/program area named. Section 2 contains the Business Education Basic Skills Matrix. An "x" indicates that 50 percent or more of respondents agreed that the basic skill is taught/retaught when applied to survival skills taught/retaught in business education. Section 3 is an outline containing a few ideas and resources for promoting business education as a necessity for teaching survival and basic skills. The storyboard in section 4 provides a script or script guidelines and suggested pictures that any business educator could use to develop a promotional support package. Section 5 is a listing of classroom resources for incorporating basic skills into business education. Section 6 provides diagnostic and prescriptive techniques for teaching disadvantaged students. These resources are included: student assessment checklist, textbook quiz, learning modality test, material suitability survey, sample instructional materials, and selected resources. (YLB)

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ED260299

TEACHING BASIC SKILLS IN BUSINESS EDUCATION

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CALIFORNIA STATE DEPARTMENT OF EDUCATION
Bill Honig—Superintendent of Public Instruction
Sacramento, 1984

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1983

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Preface

Statement of Purpose

The purpose of this document and the work of the Statewide Basic Skills in Business Education Task Force is to provide a business education model or set of criteria against which instructional practices in basic and survival skills may be compared. These criteria are valid for business instruction at the nine through twelve grade levels. In addition, it is the intent of the Task Force to provide suggested resources and strategies for promoting and implementing basic and survival skills into business education.

Task Force Membership

The members of the Statewide Basic Skills in Business Education Task Force were selected on the basis of their unique experiences related to basic skills and business education. The Task Force members benefited by input from the communities in which they work. Their backgrounds included experience in:

Administering basic skill proficiencies programs on a districtwide basis
Administering business education programs on a local, district, and statewide basis
Advising the student organizations Distributive Education Clubs of America (DECA) and Future Business Leaders of America (FBLA) on a local, district, and statewide basis
Being a student in a grades nine through twelve business education program
Providing career and vocational guidance and counseling services
Providing curriculum development for basic skills in business education on a local, district, state, and national basis
Providing teacher education services in basic skills for business education on a regional and statewide basis
Representing business education on state and national policy task forces and commissions
Teaching business, office, and marketing education
Teaching reading, writing, and computation
Teaching special needs (disadvantaged) students in business and non-business subject areas
Working in or operating a business

The Statewide Task Force members were:

Sharon Andres
San Jose High School

Charles Brown
State Department of Education

Jim Friedman
Capuchino High School

Sarann Lamoureaux
San Marcos High School

Jane Spidell
Pajaro Valley Unified School District

Elmer Stringfellow
Millikan High School

Merle Wood
Oakland Unified School District

Robert F. Haller
San Francisco State University

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Section 1

Business Education Survival Skills Matrix

Use of Matrix

The "X" indicates that 50% or more of the respondents could agree that the survival skill is taught/retaught in the business education course/program area named.

Survival Skills Definition

Those capabilities that allow a person to function effectively in society. These skills are often incorporated into school district basic skills proficiency tests as a practical way of measuring a student's competence in applying basic skills in realistic (life) situations.

Statement on Matrix Application

Complete programs for selected distributive and office occupations must be preserved to ensure that students will have the opportunity to develop all of the competencies required for employment in the occupation for which they wish to prepare. Sequences of instruction (units or courses) which make up the vocational distributive and office education programs should be developed and promoted.

The competency/course and program matrices contain the competencies required for employment in selected marketing/distributive and office occupations. The competencies are those presented in the CALIFORNIA BUSINESS EDUCATION PROGRAM GUIDE FOR DISTRIBUTIVE AND OFFICE OCCUPATIONS, 1973. The titles of business education courses in which the competencies are commonly taught are provided in parentheses. For example, the clerk typist program should include the common core competencies, typing competency at the office core level, the office core competencies, and the clerk typist competencies. Students should be able to develop all of the competencies required for the clerk typist occupation by completing a Basic Business Skills course, Introduction to Typing, the first semester of Office Practice (Office/Business Procedures), and Advanced Typing.

Survival skills taught/retaught in a specific vocational program may be determined by examining those survival skills identified for each course in the program sequence.

BUSINESS EDUCATION
SURVIVAL SKILLS MATRIX

	BASIC SKILLS/COMMON CORE	BOOKKEEPING/ACCOUNTING	BUSINESS ENGLISH	BUSINESS LAW	BUSINESS MATH	CONSUMER BUSINESS	DATA PROCESSING	GENERAL BUSINESS	MARKETING/SALES	OFFICE/BUSINESS PROCEDURES	RECORDKEEPING	SECRETARIAL PRACTICE	SHORTHAND I	SHORTHAND II	TYPEWRITING I	TYPEWRITING II	WORD PROCESSING
Alphabetizing	X		X				X			X	X	X			X	X	X
Understanding Area Codes	X									X	X					X	
Filling in Bank Account Signature Cards	X					X		X			X						
Reconciling Bank Statements	X	X						X		X							
Completing Banking Transactions	X	X			X	X		X		X	X						
Budgeting		X			X	X		X			X						
Using Calculators to Solve Simple Problems	X	X			X	X		X	X	X	X	X					
Verifying Cash Register Tapes		X							X		X						
Understanding Charge Account Statements		X			X	X	X	X	X	X	X						
Writing Checks	X	X			X	X		X		X	X						
Becoming Computer Literate	X	X					X		X	X		X				X	X
Using Consumer Information Sources				X		X		X	X								
Filling in Credit Applications				X	X	X		X	X		X	X					
Reading and Writing Descriptions			X	X		X			X	X						X	X
Using Dictionaries	X		X							X		X	X	X	X	X	X
Distinguishing Editorial Opinion			X														
Using and Interpreting Entries on Business Forms	X	X	X		X	X	X	X	X	X	X	X		X	X	X	X

	BASIC SKILLS/COMMON CORE	BOOKKEEPING/ACCOUNTING	BUSINESS ENGLISH	BUSINESS LAW	BUSINESS MATH	CONSUMER BUSINESS	DATA PROCESSING	GENERAL BUSINESS	MARKETING/SALES	OFFICE/BUSINESS PROCEDURES	RECORDKEEPING	SECRETARIAL PRACTICE	SHORTHAND I	SHORTHAND II	TYPEWRITING I	TYPEWRITING II	WORD PROCESSING
Reading and Writing Essays			X	X											X		
Distinguishing Facts Versus Opinions				X		X		X	X								
Filling in Income Tax Forms	X	X			X	X		X	X		X						
Giving and Interpreting Instructions and Directions	X	X	X			X	X	X	X	X		X	X	X	X	X	
Filling in Insurance Forms				X	X	X		X									
Filling in Job Applications	X		X				X	X	X	X		X				X	X
Preparing Job Resumes	X		X					X	X	X		X		X		X	X
Reading and Writing Labels	X					X		X	X								
Writing and Understanding Letters, Business	X		X			X		X	X	X		X	X	X	X	X	X
Writing and Understanding Letters, Personal			X			X		X							X	X	X
Writing and Understanding Letters/Notes, Social			X												X	X	X
Reading and Writing Lists, Logs, and Diaries	X		X						X						X	X	X
Computing Measurement of Areas					X												
Computing Measurement of Distances					X			X		X							
Computing Measurement of Time					X			X		X		X					
Using Metrics					X			X									
Computing Monetary Amounts	X	X			X	X	X	X	X	X	X						
Computing Net Wages		X			X	X		X	X	X	X						

	BASIC SKILLS/COMMON CORE	BOOKKEEPING/ACCOUNTING	BUSINESS ENGLISH	BUSINESS LAW	BUSINESS MATH	CONSUMER BUSINESS	DATA PROCESSING	GENERAL BUSINESS	MARKETING/SALES	OFFICE/BUSINESS PROCEDURES	RECORDKEEPING	SECRETARIAL PRACTICE	SHORTHAND I	SHORTHAND II	TYPEWRITING I	TYPEWRITING II	WORD PROCESSING
Reading and Writing for Newspapers			X	X		X			X	X		X					
Reading and Writing Outlines			X	X										X	X	X	X
Figuring Personal Expenses		X			X	X		X			X						
Interpreting Personal Experiences			X												X		
Writing and Understanding Persuasive Communications			X						X								
Comparing Prices					X	X		X	X		X						
Selecting and Using Appropriate Reference Aids	X		X							X			X	X	X	X	X
Filling in Rental Applications				X		X											
Summarizing Reports/Events			X	X					X						X	X	X
Reading Road Maps	X				X												
Computing Sales Taxes					X	X	X	X	X	X	X						
Interpreting and Preparing Scales and Graphs	X				X	X	X	X	X	X					X		
Reading Signs									X								
Filling in and Understanding Social Security Documents	X	X			X	X		X	X	X							
Using Standard Measurement Instruments					X	X											
Using Telephone Directories	X		X			X		X	X	X		X					X
Understanding and Computing Unit Pricing	X	X			X	X		X	X		X						

	BASIC SKILLS/COMMON CORE	BOOKKEEPING/ACCOUNTING	BUSINESS ENGLISH	BUSINESS LAW	BUSINESS MATH	CONSUMER BUSINESS	DATA PROCESSING	GENERAL BUSINESS	MARKETING/SALES	OFFICE/BUSINESS PROCEDURES	RECORDKEEPING	SECRETARIAL PRACTICE	SHORTHAND I	SHORTHAND II	TYPEWRITING I	TYPEWRITING II	WORD PROCESSING
Reading and Writing Want Ads	X		X					X		X		X				X	
Understanding Warranties				X		X		X	X								
Solving Word Problems		X			X	X		X			X						

COMPETENCY/COURSE AND PROGRAM MATRIX

COMPETENCIES (COURSE TITLE)	APPAREL & ACCESSORIES	FOOD MARKETING	GENERAL MERCHANDISING	SERVICE STATION RETAILING	RESTAURANT MANAGEMENT	ADVERTISING SERVICES	FINANCE & CREDIT	BUSINESS OWNERSHIP
COMMON CORE COMPETENCIES— NOW INCLUDES COMPUTER LITERACY (INTRODUCTION TO BUSINESS OR JOB SKILLS)	X	X	X	X	X	X	X	X
TYPEWRITING COMPETENCY* (INTRODUCTION TO TYPING)	X	X	X	X	X	X	X	X
MARKETING & DISTRIBUTIVE EDUCATION CORE COMPETENCIES (MARKETING, SALES, CASHIER-CHECKER, DISTRIBUTIVE EDUCATION)	X	X	X	X	X	X	X	X
BUSINESS OWNERSHIP AND MANAGMENT COMPETENCIES (BUSINESS OWNERSHIP AND MANAGEMENT)								X

*TYPEWRITING COMPETENCY IS RECOMMENDED, NOT REQUIRED.

COMPETENCY/COURSE AND PROGRAM MATRIX FOR OFFICE OCCUPATIONS

COMPETENCIES (COURSE TITLES)	GENERAL OFFICE CLERK	CLERK TYPIST	WORD PROCESSING OPERATOR	STENOGRAPHER	ACCOUNTING CLERK
COMMON CORE COMPETENCIES— NOW INCLUDES COMPUTER LITERACY (INTRODUCTION TO BUISNESS OR JOB SKILLS)	X	X	X	X	X
TYPEWRITING AT OFFICE CORE LEVEL (INTRODUCTION TO TYPING)	X	X	X	X	X
OFFICE CORE COMPETENCIES EXCLUDING TYPING (OFFICE PRACTICE— SEMESTER I)	X	X	X	X	X
GENERAL OFFICE CLERK COMPETENCIES (OFFICE PRACTICE— SEMESTER II)	X		X	X	X
CLERK TYPIST COMPETENCIES (ADVANCED TYPING)		X	X	X	
ACCOUNTING CLERK COMPETENCIES (BOOKKEEPING OR ACCOUNITNG)					X
STENOGRAPHER COMPETENCIES (BEGINNING AND ADVANCED SHORTAHND)				X	
WORD PROCESSING COMPETENCIES (WORD PROCESSING)			X		

Section 2

Business Education Basic Skills Matrix

How Basic Skills Are Taught/Retaught
When Applied to Survival Skills Taught/Retaught in Business Education

Use of Matrix

The "X" indicates that 50% or more of the respondents could agree that the subject matter is taught/retaught as specified in business education.

Matrix Definitions

Basic Skills. As defined in the Hart Bill (AB 3369, 1979), they include those minimum skills in reading, writing, and computation (math).

Decoding Skills. The ability to translate from the printed word into thought patterns and then application.

Survival Skills (identified on the matrix as Business Education Subject Matter). Those capabilities that allow individuals to participate in their society. These skills are often incorporated into school district basic skills proficiency tests as a practical way of measuring a student's competency in applying basic skills in realistic (life) situations.

Statement on Oral Communications

Although oral communication is not currently defined as a basic skill, the Basic Skills in Business Education Task Force feels that oral skills are vital in effectively communicating ideas and feelings in one's personal and business life. These skills are taught/retaught in business education through such vehicles as participating in employment interviews, giving reports, using the telephone, and giving sales presentations.

BASIC SKILLS MATRIX

Business Education Subject Matter	TAUGHT AS Reading Skills			TAUGHT AS Writing Skills				TAUGHT AS Math Skills				
	comprehension	decoding skills	vocabulary	essays	forms	letters	summaries	algebra	basic functions	decimals	fractions	geometry
Alphabetizing	X				X							
Understanding Area Codes	X											
Filling in Bank Account Signature Cards	X		X		X							
Reconciling Bank Statements	X	X	X		X				X	X		
Completing Banking Transactions	X		X		X				X	X		
Budgeting	X		X		X				X	X		
Using Calculators to Solve Simple Problems		X							X	X	X	
Verifying Cash Register Tapes	X	X							X			
Understanding Charge Account Statements	X		X		X				X	X		

2-2

Basic Skills Matrix (continued)

Business Education Subject Matter	TAUGHT AS Reading Skills			TAUGHT AS Writing Skills				TAUGHT AS Math Skills				
	comprehension	decoding skills	vocabulary	essays	forms	letters	summaries	algebra	basic functions	decimals	fractions	geometry
Writing Checks			X		X				X			
Becoming Computer Literate	X	X	X	X	X	X	X		X			
Using Consumer Information Sources	X		X									
Filling in Credit Applications	X		X		X				X			
Reading and Writing Descriptions	X			X		X	X					
Using Dictionaries	X		X									
Distinguishing Editorial Opinion	X			X								
Writing and Interpreting Entries on Business Forms	X	X	X		X				X	X		
Reading and Writing Essays	X			X								
Distinguishing Facts Versus Opinions	X		X	X			X					
Filling in Income Tax Forms	X		X		X				X	X	X	

Basic Skills Matrix (continued)

Business Education Subject Matter	TAUGHT AS Reading Skills			TAUGHT AS Writing Skills				TAUGHT AS Math Skills				
	comprehension	decoding skills	vocabulary	essays	forms	letters	summaries	algebra	basic functions	decimals	fractions	geometry
Giving and Interpreting Instructions and Directions	X	X	X		X	X						
Filling in Insurance Forms	X		X		X				X			
Filling in Job Application Forms	X		X		X							
Preparing Job Resumes	X		X		X							
Reading and Writing Labels	X		X		X							
Writing and Understanding Letters, Business	X					X						
Writing and Understanding Letters, Personal	X					X						
Writing and Understanding Letters/ Notes, Social	X					X						
Reading and Writing Lists, Logs, and Diaries	X		X		X							

2-4

Basic Skills Matrix (continued)

Business Education Subject Matter	TAUGHT AS Reading Skills			TAUGHT AS Writing Skills				TAUGHT AS Math Skills				
	comprehension	decoding skills	vocabulary	essays	forms	letters	summaries	algebra	basic functions	decimals	fractions	geometry
Computing Measurement of Areas									X		X	X
Computing Measurement Of Distances									X			
Computing Measurement of Time									X			
Using Metrics									X	X		
Computing Monetary Amounts					X				X	X	X	
Computing Net Wages		X							X	X		
Reading and Writing for Newspapers	X		X				X					
Reading and Writing Outlines	X				X		X					
Figuring Personal Expenses	X				X				X	X		
Interpreting Personal Experiences	X			X								
Writing and Understanding Persuasive Communications	X			X		X						

Basic Skills Matrix (continued)

Business Education Subject Matter	TAUGHT AS Reading Skills			TAUGHT AS Writing Skills				TAUGHT AS Math Skills				
	comprehension	decoding skills	vocabulary	essays	forms	letters	summaries	algebra	basic functions	decimals	fractions	geometry
Comparing Prices	X								X	X		
Selecting and Using Appropriate Reference Aids	X	X	X		X							
Filling in Rental Application Forms	X		X		X				X			
Summarizing Reports/ Events	X		X				X					
Reading Road Maps	X		X						X			
Computing Sales Taxes									X	X	X	
Interpreting and Preparing Scales and Graphs	X	X			X		X		X	X	X	
Reading Signs	X		X									
Filling in and Understanding Social Security Documents	X		X		X							
Using Standard Measurement Instruments		X							X	X	X	
Using Telephone Directories		X										

Basic Skills Matrix (continued)

Business Education Subject Matter	TAUGHT AS Reading Skills			TAUGHT AS Writing Skills				TAUGHT AS Math Skills				
	comprehension	decoding skills	vocabulary	essays	forms	letters	summaries	algebra	basic functions	decimals	fractions	geometry
Understanding and Computing Unit Pricing		x							x	x	x	
Reading Want Ads	x		x									
Understanding Warranties	x		x									
Solving Word Problems	x		x					x	x	x	x	

Section 3

Business Education as a Necessity for Teaching Survival and Basic Skills

Methods for promoting business education in a school or district may vary greatly, depending on the size of the school, location, availability of equipment and supplies, sources for publicity, and talent of business department staff members. The following outline contains a few ideas and resources for discussion and possible inclusion in promoting business education.

WHO needs to know?

Teachers, administrators, counselors, work experience coordinators, students, employers, parents, feeder schools, PTA, chamber of commerce, service clubs, business advisory councils, school board members, etc.

WHAT can be used?

Brochures, flyers, newspaper releases, department and school newsletters, posters, circulars, handbooks, radio, TV, slide/tape, transparencies, bulletin boards, speakers, certificates and awards, presentations, testimonials, visitations, youth group activities, etc.

WHERE can it be used?

Career center, libraries, chamber of commerce office, insert in school or district mailings, school display areas, office bulletin boards, PTA meetings, feeder school assemblies, awards assembly, classrooms, faculty meetings, service club meetings, etc.

WHEN should it be used?

During preregistration, vocational education week, career day, preterm faculty meetings, regular press coverage (including pictures), regular departmental news releases, faculty bulletin announcements, student bulletin announcements, back-to-school night, school board meetings (regular or special), prior to eighth grade preregistration, each time a new program is introduced, when major changes are made in existing program, student successes to be publicized immediately, etc. (Dates should be scheduled early in the year with organizations.)

HOW can it be done?

- Ask the art and journalism departments to assist in developing posters, flyers, etc. Elaborate posters, etc. are not necessary.
- Take action pictures (slides, film, or videotape)--all phases of department. Develop script and dictate tape to accompany slides and film.
- Contact district public relations officer for local news media coverage or write press releases for distribution. Contact local news media for format and deadlines. Invite news media to special functions and presentations.
- Evaluate promotional material at least every semester.

WHY should it be done?

- Promote the understanding that survival and basic skills are taught in business education courses/programs.
- Promote business education as essential for learning and improving survival and basic skills in an applied context.

Substituting Business Education Courses for Traditional English and Math Courses

There is a close correlation between required district basic skill proficiencies (identified here as survival skills) and the common core skills for office and distributive occupations presented in the CALIFORNIA BUSINESS EDUCATION PROGRAM GUIDE FOR OFFICE AND DISTRIBUTIVE OCCUPATIONS. By comparing your district basic skill proficiencies with the matrices provided earlier, you can identify similarities and thus provide students with a business education course. Both basic skills and job preparation can be accomplished simultaneously.

Qualifying Business Education Courses for English, Math, and Social Studies Credit

Selected courses in business education develop specific skills in English, mathematics, and social studies. Major emphasis is placed on the development of English usage and writing skills in Business/English Communication. Fundamental mathematics skills are developed in the Business Mathematics course. Social and economic skills are developed in Business Law and Economics. Consumer survival skills are delivered in the Consumer Economics course.

Other business education courses emphasize the application of these skills. Grammar and composition skills receive maximum emphasis in Shorthand, Machine Transcription, and Advanced Typewriting. Fundamental mathematics skills are applied daily in Recordkeeping, Accounting, and Consumer Mathematics.

The need to qualify selected business education courses for English, mathematics, and social studies credit has been magnified by district actions to increase graduation requirements in these areas. Students simply do not have enough "elective" hours to enable them to complete job preparatory programs prior to graduation. It should be noted that it is not business education's intent to compete with the other subject-matter disciplines for instructional objectives or student enrollment. What is being requested is an opportunity to cooperate with these disciplines to ensure that the vocational needs of the student are provided for.

The following business education courses should be considered for English, mathematics, and social studies credit.

For English Credit—Business English Correspondence (Communications), Shorthand, Machine Transcription, and Advanced Typewriting.

For Mathematics Credit—Business Mathematics, Consumer Mathematics, Recordkeeping, Bookkeeping, and Accounting.

For Social Studies Credit—Business Law, Business Economics, and Consumer Economics

The business education department should be prepared to defend the recommended courses for English, mathematics, and social studies credit based on content, objectives, and cases in which other districts have implemented these recommendations. In order to qualify courses for such credit, consideration should be given to adding or restructuring units of instruction. Utilizing school or district and subject or general advisory committees, school or district curriculum committees, school or district cabinets, etc. should be considered in helping you achieve these goals. Upon approval, vigorous promotion of the courses to students, counselors, administrators, and parents is vital.

Promotional Resources

CALIFORNIA PROGRAM GUIDE FOR OFFICE AND DISTRIBUTIVE EDUCATION. Sacramento, California: State Department of Education, 1973. (Available from the Vocational Education Unit)

NATIONAL EDUCATION FOR BUSINESS PROMOTIONAL KIT (Free). Reston, Virginia: National Business Education Association, yearly.

RECRUITMENT RESOURCE MANUAL (Or How To Effectively Promote Your Course). Novato, California: Gregg Division/McGraw-Hill, 1978.

Reese, Susan, and Runyan, Marilyn. YOU CAN MAKE THE DIFFFERENCE—A STRATEGY FOR STUDENT RECRUITMENT AND PROGRAM PROMOTION. Palo Alto, California: South-Western Publishing Company, 1983.

STRATEGIES FOR PLANNING AND MANAGING THE BUSINESS EDUCATION PROGRAM. Sacramento, California: State Department of Education, 1980. (Available from the Vocational Education Unit)

Wood, Merle, and Bartholome, Floyd W. (Editors). PROMOTION OF BUSINESS EDUCATION—NATIONAL BUSINESS EDUCATION YEARBOOK, NO. 20. Reston, Virginia: National Business Education Association, 1983.

Section 4

Business Education Promotional Slide-Tape Presentation

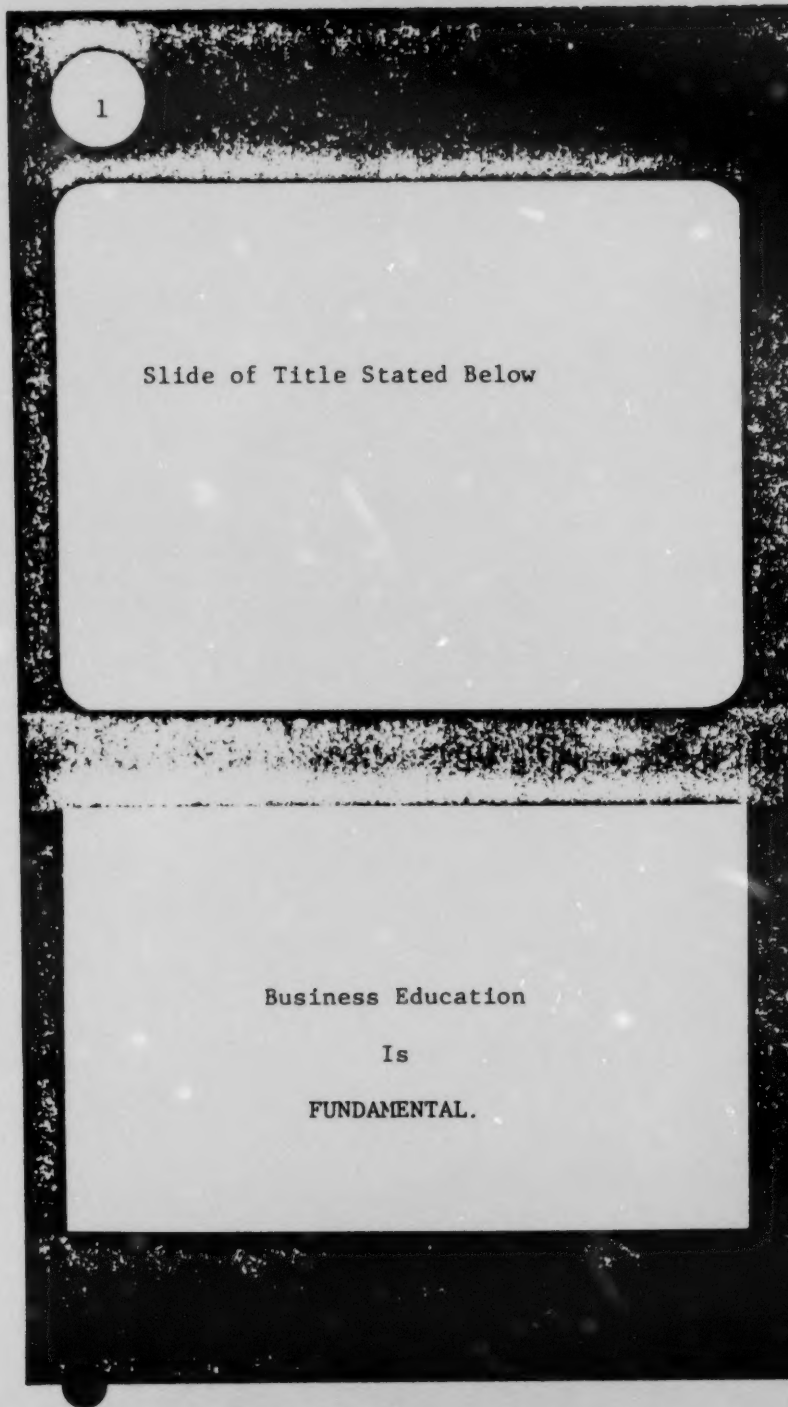
The purpose of the attached storyboard is to provide a script or script guidelines and suggested pictures that any business educator could use to develop his/her own promotional support package. Simplicity of implementation was a primary concern in developing this suggested presentation.

Script and Slide Sequencing

1. The minimum time on the screen for a visual (no copy to be read by viewer) should be six seconds.
2. The maximum time on the screen for any visual is 15 seconds. If more time is needed to discuss a visualized subject, use additional slides of the specific parts of the subject.
3. Graphics containing copy can be measured for time on the screen by allowing the time equivalent to read the copy aloud three times. This is about the time that it will take the viewer to read and absorb the information.
4. Remember, when timing slides on the screen, the projector requires approximately one and one-half seconds to change from one slide to the next.

Not Necessary but Nice

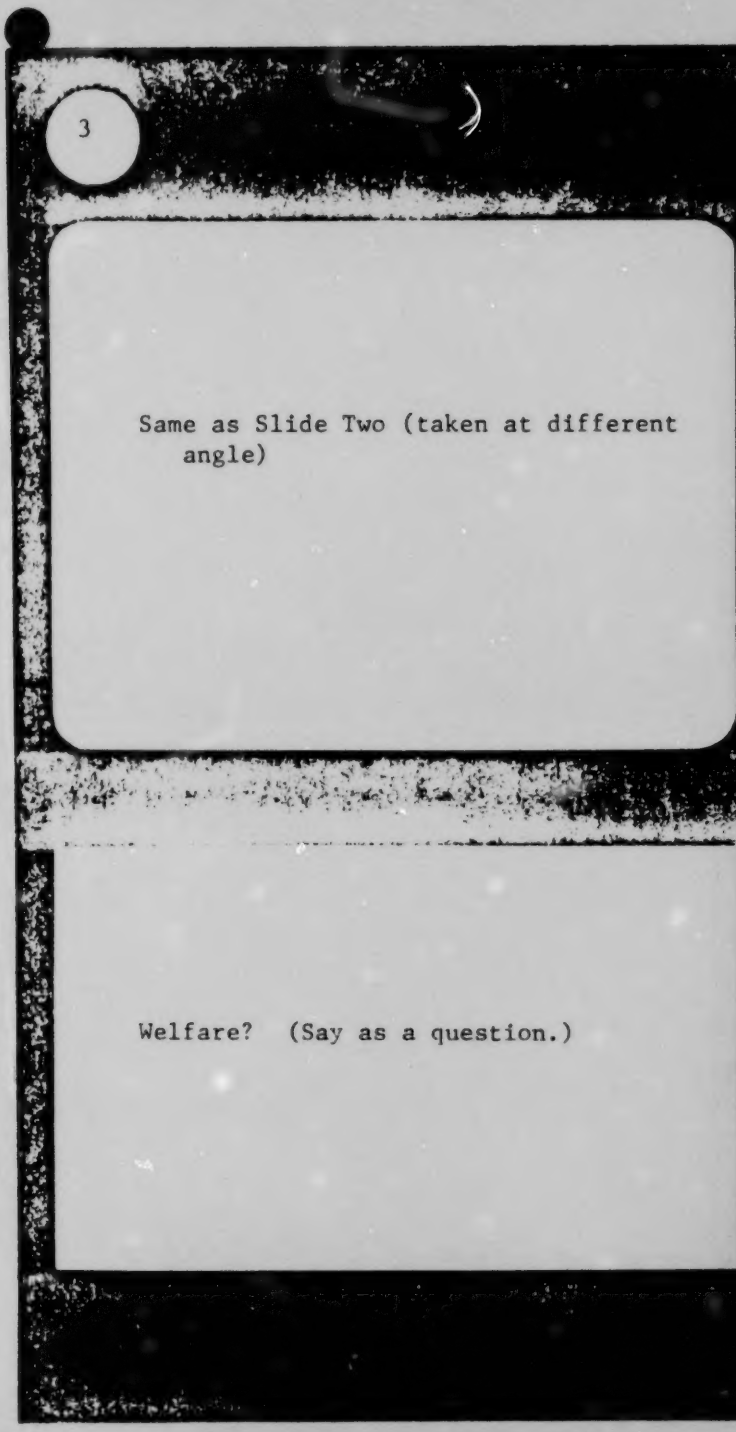
1. Artistic Visuals (neatness always counts)
2. Musical Background (should be soft enough for narration to be heard)


1
Slide of Title Stated Below
Business Education
Is
FUNDAMENTAL.

2

Picture of People Standing in Unemployment Lines

Unemployment? (Say as a question.)


3
Same as Slide Two (taken at different angle)
Welfare? (Say as a question.)

4

Same as Slide Three (taken at different angle)

No jobs? Why unemployment? Could it be that people do not have the right skills for the jobs available?

5

Picture of Someone Reading a Newspaper

During normal economic times, there are jobs--jobs that require someone with saleable skills.

6

Picture of Adults in School
Learning Business Skills--ROP/C, adult education, or community college class

Adults are now going back to school to be retrained to meet the job requirements of our technological world.

7

Picture of One of Your Classes Showing Junior or Senior High School Students Learning Business Skills

Talk about the saleable skills that students are acquiring.

8

Same as Slide Number Seven
(different class)

Same as Slide Number Seven

9

Same as Slide Number Seven
(different class)

Same as Slide Number Seven

10

Same as Slide Number Seven
(different class)

Same as Slide Number Seven

11

Picture of Past Business Students Working in the Community (at least three slides--11, 12, 13, or 14--should include a student reading, writing, and computing on the job)

Briefly talk about the students' training for the job; or if possible, record statements by students about their business training and the jobs they hold.

12

Same as Slide Number Eleven
(different student)

Same as Slide Number Eleven

13

Same as Slide Number Eleven
(different student)

Same as Slide Number Eleven

14

Same as Slide Number Eleven
(different student)

Same as Slide Number Eleven

15

Picture of Student in Slide Eleven
Getting a Paycheck

(name)_____ feels really good about earning his/her own way.

16

Picture of Student in Slide Twelve in Front of an Apartment With His/Her Car

Just think, enough money to buy a car . . . and . . .

17

Picture of Student in Slide Thirteen in a Grocery Store

Groceries that Mom and Dad don't have to buy

18

Picture of a Full and Active Classroom

Students in school should have an opportunity to learn business skills, including the basic and survival skills needed not only in business but in one's personal life.

19

Picture of a Business Classroom Without Students--Only Chairs and Equipment

Because of cuts in school funding and the emphasis on basic and survival skills taught elsewhere than in business education, our business classes are being eliminated.

20

Same as Slide Number Nineteen
(different classroom)

Empty business classrooms equal untrained graduates with little or no business or economic understanding for use in their personal or career life.

21

Reuse Slide Number Two Here.

Empty job training classrooms now equal longer unemployment lines in the future.

22

Picture of a Group of People Listening to a Teacher (non-classroom picture of a teacher making a presentation)

You are listening to me just as many other groups. . . . But why are we here?

23

Picture of One of the People in Slide Twenty-Two Holding Up His/Her Hand (maybe a colleague prerecorded)

We need help . . . your help to convince (our principal, school board, etc.) that business courses are important to you (as a businessperson, parent, student, etc.) and the _____ (name of community) community.

24

Picture of One of the People from Slide Twenty-Two Talking on the Telephone (maybe a colleague prerecorded)

Please call the (principal, board members, etc.) to give your active support. You would be surprised how much one telephone call or . . .

25

Picture of Another Person from Slide Twenty-Two Writing a Letter

. . . a letter can help. We need you to get to the decision makers.

26

Picture of Someone in Slide Twenty-Two Smiling, Thinking, and Feeling Good About Himself/Herself

Once you have gotten involved, I am sure you will be glad that you did and feel good about your involvement in the education of future employees and productive citizens.

27

Picture of a Classroom Full of
Business Students

Help us to maintain HIRE education,
and I spell that H-I-R-E.

28

Reuse Slide Number Four Here.

Remember, there are jobs available
if one has the right skills.

29

Reuse Slide Number Thirteen Here

Please help us keep our community working.

30

Slide of Contacts
Name(s),
Address(es), and
Telephone Number(s)

Call or write now!! (Provide a handout of this slide.)

Section 5

Resources List

This listing of classroom resources has been developed through the cooperative efforts of the Statewide Basic Skills in Business Education Task Force members and their local business education communities. There has been no attempt to screen or make this a complete listing. The "Resources List" represents only what is being used by inputting resources. Included also in this listing are materials from a national search for curriculum development materials in basic skills. The resources are arranged in the following categories:

Business Education Subject Areas
- **Basic Skills/Common Core**
- **Bookkeeping/Accounting**
- **Business English/Communications**
- **Business Law**
- **Business Mathematics**
- **Consumer Business**
- **Data Processing/Word Processing**
- **General Business**
- **Marketing/Sales (Distributive Education)**
- **Office/Business Procedures**
- **Recordkeeping**
- **Secretarial Practice**
- **Shorthand**
- **Typewriting**

Survival Skills and Basic Skills--Computing
Survival Skills and Basic Skills--Reading
Survival Skills and Basic Skills--Writing
Resources That Fit into Many Subject Areas

What are the titles, who are the publishers, and what are the publishers' addresses of those resources that you find useful in teaching business education and the related survival and basic skills? Please send this information to:

Business Education Program Manager
Vocational Education Support Unit
State Department of Education
721 Capitol Mall--4th Floor
Sacramento, CA 95814

Business Education Subject Areas

Basic Skills/Common Core

ALPHABETIZE (TRS-80, Model III Program), Bob Baker, 5845 Topp Court, Carmichael, CA 95608.

CCUBE Instruction Modules (16 Common Core Instructional Units), California Publishing Company, Palo Alto, CA 94304 (Available from VOICE, State Department of Education, 721 Capitol Mall, Sacramento, CA 95814).

MAKING CHANGE (TRS-80, Model III Program), Bob Baker, 5845 Topp Court, Carmichael, CA 95608.

Bookkeeping/Accounting

AUTOMATED ACCOUNTING FOR THE MICROCOMPUTER (Apple and TRS-80, Model III Programs), South-Western Publishing Company, Palo Alto, CA 94304.

BEGINNING COMPUTER ACCOUNTING SIMULATION (Apple Program), Jerry Belch, 216 Old Ranch Road, Goleta, CA 93117.

CDEX TRAINING FOR VISICALC, (Apple Program), Cdex Corporation, 5050 El Camino Real, Los Altos, CA 94022.

CENTURY 21 ACCOUNTING (text, working papers, transparencies), South-Western Publishing Company, Palo Alto, CA 94304.

DATA ENTRY ACTIVITIES FOR THE MICROCOMPUTERS (Apple and TRS-80, Model III Programs), South-Western Publishing Company, Palo Alto, CA 94304.

INTRODUCTION TO BUSINESS APPLICATIONS ON THE COMPUTER (Apple Program), Jerry Belch, 216 Old Ranch Road, Goleta, CA 93117.

MICROCOMPUTER ACCOUNTING APPLICATIONS (Apple and TRS-80, Model III Programs), Gregg Division/McGraw-Hill Book Company, Novato, CA 94947.

PROFILE III PLUS (TRS-80, Model III Program), Radio Shack—A Division of Tandy Corporation, Any Local Radio Shack Store or Authorized Dealer.

QUADRASONICS (practice set), South-Western Publishing Company, Palo Alto, CA 94304.

VISICALC (Various Microcomputer Programs), VisiCorp, 2895 Tanker Road, San Jose, CA 95131.

Business English/Communications

BASICS OF BUSINESS COMMUNICATION (14 tapes), Western Tape, P.O. Box 69, Mountain View, CA 94040.

BO-CEC ENGLISH RESOURCE GUIDE (business and office career education curriculum guides), National Business Education Association, 1914 Association Drive, Reston, VA 22091.

BUSINESS ENGLISH AND COMMUNICATION, Gregg Division/McGraw-Hill Book Company, Novato, CA 94947.

EVERYDAY READING AND WRITING, New Reader's Press, P.O. Box 131, Syracuse, NY 13210.

Business Law

BUSINESS LAW, Houghton Mifflin, Palo Alto, CA 94304.

BUSINESS LAW AND PRINCIPLES, Houghton Mifflin, Palo Alto, CA 94304.

Business Mathematics

ALLIGATOR MIX--Addition and Substraction Drills (Apple Program), DLM, Inc., One DLM Park, P.O. Box 4000, Allen, TX 75002.

BO-CEC MATH RESOURCE GUIDE (business and office career education curriculum guide), National Business Education Association, 1914 Association Drive, Reston, VA 22091.

BUSINESS MATH (exercises, problems, tests), McGraw-Hill Book Company, Novato, CA 94947.

BUSINESS MATHEMATICS, Houghton Mifflin, Palo Alto, CA 94304.

COMPETENCY-BASED BUSINESS MATH, Gregg Division/McGraw-Hill Book Company, Novato, CA 94947.

CONSUMER MATH AND YOU, Gregg Division/McGraw-Hill Book Company, Novato, CA 94947.

DRAGON MIX--Multiplication and Division Drills (Apple Program), DLM, Inc., One DLM Park, P.O. Box 4000, Allen, TX 75002.

MATH FOR THE ROAD, Xerox Education Publications, 1250 Fairwood Avenue, Columbus, OH 43216.

MATHEMATICS SKILL BUILDERS, South-Western Publishing Company, Palo Alto, CA 94304.

Consumer Business

BANKING IS . . . (workbook and checkbook), National Learning Productions, Inc., 505 Sixth Avenue, St. Albans, WV 25177.

BUDGETING TUTORIAL AND BUDGETING SIMULATION, (Apple and TRS-8, Model III Programs), Computer Courseware Services, Division of EMC Publishing, 287 York Avenue, St. Paul, MN 55101.

CONSUMER EDUCATION, Glencoe Publishers, c/o McMillan Publishing Company, Inc., 866 3rd Avenue, New York, NY 10022.

IT'S YOUR MOVE, California State Department of Real Estate, P.O. Box 160009, Los Angeles, CA 95816.

MONEY MANAGEMENT ASSESSMENT (Apple and TRS-80, Model III Programs), Computer Courseware Services, Division of EMC Publishing, 287 York Avenue, St. Paul, MN 55101.

UNDERSTANDING TAXES, Internal Revenue Service, P.O. Box 3151, Los Angeles, CA 90053.

Data Processing/Word Processing

APPLE WRITER II (Apple Program), Apple Computers, Inc., Any Authorized Dealer.

CENTURY 21 TYPEWRITING (advanced vocational course), South-Western Publishing Company, Palo Alto, CA 94304.

COMMUNICATION SKILLS FOR THE PROCESSING OF WORDS, South-Western Publishing Company, Palo Alto, CA 94304.

ELECTRONIC FILE CABINET (Apple Program), Public Domain (Free), Available for Copy at Most County Offices of Education.

INTRODUCTION TO COMPUTER PROGRAMMING--ANSI COBOL, Anaheim Publishing Company, 120 E. Ash, Fullerton, CA 92631.

INTRODUCTION TO COMPUTER PROGRAMMING, FORTRAN IV, A PRACTICAL APPROACH, Anaheim Publishing Company, 120 E. Ash, Fullerton, CA 92631.

INTRODUCTION TO COMPUTERS AND DATA PROCESSING, Anaheim Publishing Company, 120 E. Ash, Fullerton, CA 92631.

LIST HANDLER (Apple Program), Silicon Valley Systems, Inc., 1625 El Camino Real, Belmont, CA 94002.

MAILMERGE (Various Microcomputer Programs with CPM), Micropro International, 33 San Pablo Avenue, San Rafael, CA 94903.

PASCAL, Matrix Publishers, Inc., 30 N.W. 23rd Place, Portland, OR 97210.

PROFILE III PLUS (TRS-80, Model III Program), Radio Shack—A Division of Tandy Corporation, Any Local Radio Shack Store or Authorized Dealer.

PROGRAMMING IN BASIC, WITH APPLICATIONS, Anaheim Publishing Company, 120 E. Ash, Fullerton, CA 92631.

SCRIPSIT (TRS-80, Model III Program), Radio Shack—A Division of Tandy Corporation, Any Local Radio Shack Store or Authorized Dealer.

SUPER SCRIPSIT (TRS-80, Model III Program), Radio Shack—A Division of Tandy Corporation, Any Local Radio Shack Store or Authorized Dealer.

WORD HANDLER (Apple Program), Silicon Valley Systems, Inc., 125 El Camino Real, Belmont, CA 94002.

WORD PROCESSING CONCEPTS, South-Western Publishing Company, Palo Alto, CA 94304.

WORDSTAR (Various Microcomputer Programs with CPM), Micropro International, 33 San Pablo Avenue, San Rafael, CA 94903.

General Business

BUDGETING TUTORIAL AND BUDGETING SIMULATION, (Apple and TRS-80, Model III Programs), Computer Courseware Services, Division of EMC Publishing, 287 York Avenue, St. Paul, MN 55101.

GENERAL BUSINESS, South-Western Publishing Company, Palo Alto, CA 94304.

MAKING CHANGE (TRS-80, Model III Program), Bob Baker, 5845 Topp Court, Carmichael, CA 95608.

MONEY MANAGEMENT ASSESSMENT (Apple and TRS-80, Model III Programs), Computer Courseware Services, Division of EMC Publishing, 287 York Avenue, St. Paul, MN 55101.

Marketing/Sales (Distributive Education)

ADVERTISING, Gregg Division/McGraw-Hill Book Company, Novato, CA 94947.

ADVERTISING SERVICES, Gregg Division/McGraw-Hill Book Company, Novato, CA 94947.

APPAREL AND ACCESSORIES, Gregg Division/McGraw-Hill Book Company, Novato, CA 94947.

BASIC SELLING, Gregg Division/McGraw-Hill Book Company, Novato, CA 94947.

CAREERS IN MARKETING, Gregg Division/McGraw-Hill Book Company, Novato, CA 94947.

THE CASHIER, Gregg Division/McGraw-Hill Book Company, Novato, CA 94947.

COMMUNICATIONS IN MARKETING, Gregg Division/McGraw-Hill Book Company, Novato, CA 94947.

CREATIVE SELLING, Gregg Division/McGraw-Hill Book Company, Novato, CA 94947.

CUSTOMER SERVICES, Gregg Division/McGraw-Hill Book Company, Novato, CA 94947.

DISPLAY AND PROMOTION, Gregg Division/McGraw-Hill Book Company, Novato, CA 94947.

THE ECONOMICS OF MARKETING, Gregg Division/McGraw-Hill Book Company, Novato, CA 94947.

ENTERPRISE SANDWICH SHOPS, Gregg Division/McGraw-Hill Book Company, Novato, CA 94947.

ENTREPRENEURSHIP TRAINING COMPONENTS (many specialty businesses included by the American Institute for Research), University of Wisconsin, Madison, WI 53706.

FINANCE AND CREDIT, Gregg Division/McGraw-Hill Book Company, Novato, CA 94947.

FOOD MARKETING, Gregg Division/McGraw-Hill Book Company, Novato, CA 94947.

FOOD SERVICES, Gregg Division/McGraw-Hill Book Company, Novato, CA 94947.

FUNDAMENTALS OF SELLING, South-Western Publishing Company, Palo Alto, CA 94304.

GENERAL MERCHANDISE RETAILING, Gregg Division/McGraw-Hill Book Company, Novato, CA 94940.

HUMAN RELATIONS AT WORK, South-Western Publishing Company, Palo Alto, CA 94304.

HUMAN RELATIONS IN MARKETING, Gregg Division/McGraw-Hill Book Company, Novato, CA 94947.

MAKING CHANGE (TRS-80, Model III Program), Bob Baker, 5845 Topp Court, Carmichael, CA 95608.

MARKETING MATH, South-Western Publishing Company, Palo Alto, CA 94304.

MARKETING RESEARCH, Gregg Division/McGraw-Hill Book Company, Novato, CA 94947.

MATHEMATICS IN MARKETING, Gregg Division/McGraw-Hill Book Company, Novato, CA 94947.

MERCHANDISING, Gregg Division/McGraw-Hill Book Company, Novato, CA 94947.

National Federation of Independent Business (entrepreneurial publications and speakers), 150 W. 20th Avenue, San Mateo, CA 94403.

PETROLEUM MARKETING, Gregg Division/McGraw-Hill Book Company, Novato, CA 94947.

RETAIL MERCHANDISING, South-Western Publishing Company, Palo Alto, CA 94304.

RETAILING—PRINCIPLES AND PRACTICES, Gregg Division/McGraw-Hill Book Company, Novato, CA 94947.

SELLING: HELPING CUSTOMERS BUY, South-Western Publishing Company, Palo Alto, CA 94304.

Small Business Administration (free or inexpensive printed materials and speakers), 211 Main Street, San Francisco, CA 95104.

Small Business Reporters (various entrepreneurial topics), Bank of America, Department 3120, P.O. Box 37000, San Francisco, CA 94137.

STARTING YOUR OWN MARKETING BUSINESS, Gregg Division/McGraw-Hill Book Company, Novato, CA 94947.

SUPERVISORY SKILLS IN MARKETING, Gregg Division/McGraw-Hill Book Company, Novato, CA 94947.

Office/Business Procedures

ALPHABETIZE (TRS-80, Model III Program), Bob Baker, 5845 Topp Court, Carmichael, CA 95608.

CLERK TYPIST (Gregg Office Job Training Program), Gregg Division/McGraw-Hill Book Company, Novato, CA 94947.

GETTING A JOB, South-Western Publishing Company, Palo Alto, CA 94304.

THE IBM MEMORY TYPEWRITER (includes tapes), Western Tape, P.O. Box 69 Mountain View, CA 94040.

THE IBM MODEL 75 ELECTRONIC TYPEWRITER (includes tapes), Western Tape, P.O. Box 69, Mountain View, CA 94040.

MAIL CLERK (Gregg Office Job Training Program), Gregg Division/McGraw-Hill Book Company, Novato, CA 94947.

OFFICE SKILLS 2, Gregg Division/McGraw-Hill Book Company, Novato, CA 94947.

PROGRESSIVE FILING, Gregg Division/McGraw-Hill Book Company, Novato, CA 94947.

SUPERSONICS SOUNDS (a records practice set), Gregg Division/McGraw-Hill Book Company, Novato, CA 94947.

TRANSCRIBING SKILLS FOR WORD PROCESSING: INTRODUCTION TO MACHINE TRANSCRIPTION, Western Tape, P.O. Box 69, Mountain View, CA 94040.

WORD PROCESSING CONCEPTS AND APPLICATIONS, Gregg Divsion/McGraw-Hill Book Company, Novato, CA 94947.

Recordkeeping

FAMILY FINANCIAL MANAGEMENT (practice set), South-Western Publishing Company, Palo Alto, CA 94304.

PRACTICAL RECORDKEEPING (including workbook), South-Western Publishing Company, Palo Alto, CA 94304.

Secretarial Practice

ALPHABETIZE (TRS-80, Model III Program), Bob Baker, 5845 Topp Court, Carmichael, CA 95608.

CENTURY 21 TYPEWRITING, South-Western Publishing Company, Palo Alto, CA 94304.

OFFICE SYSTEMS AND PROCEDURES, Houghton Mifflin, Palo Alto, CA 94304.

Shorthand

GREGG SHORTHAND (Series 90), Gregg Division/McGraw-Hill Book Company, Novato, CA 94947.

INDIVIDUALIZED INSTRUCTION—PARTS 1 AND 2, Educational Research Associates, 1019 S.W. 10th Avenue, Portland, OR 97205.

PERSONAL SHORTHAND, Educational Research Associates, 1019 S.W. 10th Avenue, Portland, OR 97205.

SHORT BUSINESS LETTERS FOR DICTATION AND TRANSCRIPTION, Gregg Division/ McGraw-Hill Book Company, Novato, CA 94947.

Typewriting

BASIC INFORMATION KEYBOARDING SKILLS (Apple and TRS-80, Model III Programs), South-Western Publishing Company, Palo Alto, CA 94304.

CENTURY 21 TYPEWRITING (including lab manuals), South-Western Publishing Company, Palo Alto, CA 94304.

THE LEGAL SECRETARY (practice set), South-Western Publishing Company, Palo Alto, CA 94304.

MASTERTYPE (Apple Program), Lightning Software, P.O. Box 11725, Palo Alto, CA 94306.

OFFICE JOB TRAINING PROGRAM, Gregg Division/McGraw-Hill Book Company, Novato, CA 94947.

101 TIMED WRITINGS, South-Western Publishing Company, Palo Alto, CA 94304.

PLEASURE ISLAND (practice set), Houghton Mifflin, Palo Alto, CA 94304.

QUICK SURVEY COURSE IN FORMS TYPING, Gregg Division/McGraw-Hill Book Company, Novato, CA 94947.

SNOW COUNTRY (practice set), South-Western Publishing Company, Palo Alto, CA 94304.

TYPING TUTOR II (Apple Program), Microsoft, 400 108th Avenue N.E., Bellevue, WA 98004.

VOCATIONAL FORMS TYPING (1-15 and 16-30), Gregg Division/McGraw-Hill Book Company, Novato, CA 94947.

Survival Skills and Basic Skills--Computing

ALLIGATOR MIX--Addition and Substraction Drills (Apple Program), DLM, Inc., One DLM Park, P.O. Box 4000, Allen, TX 75002.

BACK TO BASICS SERIES--Math, Barron's Educational Services, 113 Crossways Park Drive, Woodbury, NY 11797.

BASIC SKILLS IN MATHEMATICS: DECIMALS, Cebco Standard Publishing, 9 Kulick Road, Fairfield, NJ 07006.

COMPUTATION PROFICIENCIES--OAKLAND UNIFIED SCHOOL DISTRICT, Oakland Unified School District, Oakland, CA 94606.

DRAGON MIX--Multiplication and Division Drills (Apple Program), DLM, Inc., One DLM Park, P.O. Box 4000, Allen, TX 75002.

HOW TO SOLVE PROBLEMS (Level F), Weekly Reader, Educational Center, 1250 Fairwood Avenue, Columbus, OH 43216.

LIFE SKILLS: MATH (including exercise supplement), Education Design, 47 West 13th Street, New York, NY 10011.

MATH FUN (including idea/activity book), Good Apple, Inc., P.O. Box 299, Carthage, IL 62321.

STRENGTHENING NUMBER POWER (duplicating masters), Weekly Reader, Educational Center, 1250 Fairwood Avenue, Columbus, OH 43216.

USING PROBLEM SOLVING STRATEGIES (Levels E and F), Weekly Reader, Educational Center, 1250 Fairwood Avenue, Columbus, OH 43216.

Survival Skills and Basic Skills--Reading

ACCENT ON READING SKILLS (Level E), Holt, Reinhart and Winston, Inc., 383 Madison Avenue, New York, NY 14305.

BE A BETTER READER, Prentice-Hall, Inc., Englewood Cliffs, NJ 07631.

COMPREHENSIVE (cartoons that teach reading), Creative Teacher Press, Inc., Huntington Beach, CA 92649.

DE ANZA DESIGNS, RESOURCES IN READING, Chaffey Joint Union High School District, 211 W. Fifth Street, Ontario, CA 91762.

ENGLISH SKILL FOR TODAY (Skills Books 5 and 6), Weekly Reader, Educational Center, 1250 Fairwood Avenue, Columbus, OH 43216.

EVERYDAY READING AND WRITING, New Readers Press, Syracuse, NY 13210.

GAME SHOW (Apple Program), Computer Advanced Ideas, 1442 Walnut Street, Suite 341, Berkeley, CA 94709.

GEO'CEPTS, Denoyer-Geppert, 5235 Ravenswood Avenue, Chicago, IL 60640.

IMPACT, Benefic Press, 1900 North Narragansett Avenue, Chicago, IL 60639.

LANGUAGE SKILLS DEVELOPMENT FOR TECHNICAL AND BUSINESS COMPETENCY: MASTERY LEVELS IN READING AND WRITING, College of San Mateo, 1700 W. Hillsdale Boulevard, San Mateo, CA 94402.

LAUNCHING AND LANDING SKILLS (teacher edition), American Book Company, 7625 Empire Drive, Florence, KY 41042.

LIFE SKILLS DRIVING, Educational Design, Inc., 47 West 13th Street, New York, NY 10011.

MAP SKILLS FOR TODAY (Skills Books 4, 5, and 6), Weekly Reader, Educational Center, 1250 Fairwood Avenue, Columbus, OH 43216.

MATCH GAME (Apple Program), Teaching Tools Microcomputer Service, P.O. Box 50065, Palo Alto, CA 94300.

PRACTICAL LIVING SKILLS, Janus Book Publishers, Hayward, CA 94545.

READ ON THE JOE, Xerox Publications, 1250 Fairwood Avenue, Columbus, OH 43216.

THE READING ACTIVITIES HANDBOOK, Holt, Reinhart and Winston, Inc., 383 Madison Avenue, New York, NY 14305.

THE READING CORNER (ideas, games, and activities for individualization), Goodyear Publishing Company, Inc., Santa Monica, CA 90402.

READING FOR CONCEPTS (Level B), McGraw-Hill Book Company, Novato, CA 94947.

READING FOR SURVIVAL IN TODAY'S SOCIETY, Vol. I and II, Goodyear Publishing Company, Inc., Santa Monica, CA 90402.

READING FOR THE REAL WORLD (Level 1 and 2), Charles E. Merrill Publishing Company, Columbus, OH 43216.

READING PROFICIENCIES—OAKLAND UNIFIED SCHOOL DISTRICT, Oakland Unified School District, Oakland, CA 94606.

READING SEQUENCE, Creative Teacher Press, Inc., Huntington Beach, CA 92649.

SPOTLIGHT ON READING, INFERENCE, Random House, 410 Hahn Road, Westminister, MD 21157.

SPOTLIGHT ON READING, PRACTICAL READING SITUATIONS, Creative Teacher Press, Inc., Huntington Beach, CA 92649.

STUDY SKILLS PROGRAM (Level 1 and teacher's guide), National Association of Elementary School Principals, 1920 Association Drive, Reston, VA 22091.

TABLE AND GRAPH SKILLS (Skills Books 4, 5, and 6), Weekly Reader, Educational Center, 1250 Fairwood Avenue, Columbus, OH 43216.

TIC TAC SHOW (Apple Program), Computer Advanced Ideas, 1442 A Walnut Street, Suite 341, Berkeley, CA 94709.

USING THE PHONE BOOK, Janus Book Publishers, Hayward, CA 94545.

WHEELING IT (including teacher's edition), Steck-Vaughn Company, P.O. Box 2028, Austin, TX 78768.

BASIC GRAMMAR SKILLS (subject, predicate, and verb), Creative Teacher Press, Inc., Huntington Beach, CA 92649.

BOWMAR CREATIVE WRITING CORNER (3626 and 3627), Bowmar/Noble Publishers, Inc., 4563 Colorado Boulevard, Los Angles, CA 90039.

BRIGHT IDEAS, Creative Teacher Press, Inc., Huntington Beach, CA 92649.

COMPLETE LEARNING CENTER, Educational Teaching Aids Division, A. Dugger and Company, 159 West Kinzie Street, Chicago, Il 60610.

COMPOSITION SKILLS, Encyclopedia Britannica Educational Corporation, 425 N. Michigan Avenue, Chicago, IL 60611.

CORRECTING COMPOSITION, Eye Gate Media, Inc., 146-01 Archer Avenue, Jamaica, NY 11435.

CRASHES, CAVES, CATTAILS AND MORE SCIENCE READING STORIES, Weekly Reader, Educational Center, 1250 Fairwood Avenue, Columbus, OH 43216.

EVERYDAY READING AND WRITING, Readers Press, Syracuse, NY 13210.

FRESH PERSPECTIVES IN COMPOSITION (filmstrips/cassettes available), Eye Gate Media, Inc., 146-01 Archer Avenue, Jamaica, NY 11435.

HOW TO WRITE PAPERS, Eye Gate Media, Inc., 146-01 Archer Avenue, Jamaica, NY 11435.

HUB STUBS (prescriptive task cards), Creative Teacher Press, Inc., Huntington Beach, CA 92649.

IMAGINE AND WRITE (Books 4 and 5), Weekly Reader, Educational Center, 1250 Fairwood Avenue, Columbus, OH 43216.

LANGUAGE SKILLS DEVELOPMENT FOR TECHNICAL AND BUSINESS COMPETENCY: MASTERY LEVELS IN READING AND WRITING, College of San Mateo, 1700 W. Hillsdale Boulevard, San Mateo, CA 94402.

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GAME SHOW (Apple Program), Computer Advanced Ideas, 1442 A Walnut Street, Suite 341, Berkeley, CA 94709.

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Section 6

Diagnostic and Prescriptive Techniques for Teaching Disadvantaged Students

> Never discourage anyone who consistently makes progress . . . no matter how slow.
>
> Plato

In this quick-paced world of technology, the business teacher must develop and maintain advanced skills while meeting the needs of the students who need training in the basic skills. It is common that resources are allocated to classes and curricula for technological advancement, leaving little basic skills training. Unfortunately, we rarely realize the cost of an uneducated segment of society in this information age. Funds spent on technological innovation for the college-bound can easily be justified; however, money to pay teachers for curriculum development in the area of basic skills training is questioned by the public. It is the purpose of this section to give the reader some insight into the role business education can play in meeting these needs and to give some techniques for evaluating and using instructional materials.

There is little doubt that the subject matter of business classes is well suited to the disadvantaged learner. A cursory checking of the various survival skills taught in business departments validates the importance and practical nature of business classes (see the second section in this book, "Where Survival Skills Are Taught/Retaught in Business Education," for a listing of survival skills taught). It is a challenge to the classroom teacher to develop appropriate materials, activities, and curricula that will enrich and not inhibit the disadvantaged learner.

The Disadvantaged Student

The disadvantaged student probably needs little definition to most classroom teachers. The disadvantaged are students who may show some or all of the following characteristics:

- Poor school performance
- Poor ability to sustain attention on work task
- Impulsive behavior
- Poor organization
- Hyperactivity or hypoactivity
- Difficulty in reading, writing, or math skills
- Distractibility
- Speech and language disorders
- Difficulty in relationships with peers or teachers
- Lack of resourcefulness in handling problems
- Low self-esteem
- Inconsistent functional ability

Given these characteristics, it is not difficult to understand why the disadvantaged have difficulty in school. Generally, the school does not establish a comfortable base for the disadvantaged to function, to grow, and to attain self-esteem. Often the student will see no choice but truancy over the frustrations of the classroom. For the disadvantaged student a large class is not particularly appealing. Faced with large class size and teachers who are unable to accommodate the individual's needs, the student becomes a member of the minority in an educational system too often designed to provide success for the majority and failure for the few.

Early Recognition of the Disadvantaged Student

One may recognize that a student has difficulty, may discuss the student's difficulty at home, may mention the frustration to other faculty friends at a casual lunch, yet not seek professional evaluation and assistance. By the time a problem is recognized in the class, it may be too late to make the changes necessary to solve the problem. The frustrations of not meeting the needs of students can be compounded when there are many students in the class who are disadvantaged, yet were thought by the teacher at the beginning of the semester to have average abilities. It is particularly helpful to evaluate very early in the semester so that there is a base from which to begin to meet the needs of the learner. The evaluation will also show the reading level of the students so that the teacher can prepare appropriate homework and reading assignments.

The teacher relies on information supplied from an already burdened counseling and administrative staff for strategies on meeting the learning needs of students. The information rarely reaches the teacher prior to the beginning of the semester. By the time the information arrives, it may be too late to make changes in the curriculum. Another problem may be that the student has already experienced frustration and that the failure syndrome has begun to take shape. To assist teachers in recognizing the learning needs early in the semester, Figure 1 is an instrument that can be used in determining whether a student demonstrates the characteristics of a disadvantaged student. This instrument, developed by Weiss and Weiss (1974), is an informal instrument that helps the teacher recognize student difficulities in the initial stages. There are no standardized norms for the characteristics on the instrument's checklist. The sensitive teacher can gain sufficient information to recognize some potential problems, to realize that a student may need some additional assistance in the class and that further evaluation may be needed by a trained professional, such as a language teacher or a psychologist.

Teachers are often reluctant to ask for professional assistance in evaluating students, apparently because they incorrectly assume that other professionals will not validate their classroom findings. Some teachers are unaware of the services for disadvantaged students within the school. Teachers are the initial evaluators of a student's performance and are usually responsible for guiding the student to remediation.

When the teacher uses the checklist in Figure 1 and recognizes a potential problem, the teacher should ask the special education department or the school psychologist for an evaluation. If the teacher prefers, he or she can refer the student directly to the special education department. The overall objective in the referral process is to reduce time and to allow the student to be evaluated properly. A memo to the proper authority can be the quickest and most reliable method of obtaining prompt attention to the student's needs. The memo can be very brief yet should contain a statement about the student's performance, the problem characteristics the teacher has observed, and the concern for making other school professionals aware of the need to assist the student. Figure 2 is a sample memorandum to a special education department.

During the first days of the class, it is helpful to distribute a textbook and to have the students answer questions about the text. The purpose is to have the student learn how to use the text as well as to provide an informal, yet helpful, assessment of the student's potential to succeed with the textbook. A sample student quiz is included as Figure 3. The student is allowed to use an open book to answer the questions on the quiz. Few teachers explain in any detail how a book, let alone a course, is organized. If teachers expect students to gain knowledge from the text, it is their duty to teach the organization of the text. This is particularly important when working with disadvantaged students because their organizational skills are extremely low.

One of the most useful parts of the quiz is the evaluation part. The student is asked to evaluate the book, to inform the teacher what a reasonable amount of homework would be, and to evaluate the reading level of the book. The quiz allows the student to check different levels of comfort. Few students will admit the text is "too easy," and few would admit the text is "too difficult." Most students will respond to the "I think I may have some problem" because it is not the end of the continuum. If there are more than a few students who indicate they may have difficulty with the text, the curriculum will have to be modified to accommodate their needs. Another indication of difficulty would be by unanswered and incomplete quizzes--indicating that students may have had difficulty in reading the quiz.

It is also helpful to determine the student's learning modality. People learn by visual, auditory, or kinesthetic means. It is important to know how an individual learns to prepare teaching material and techniques for classroom use. Baxter (1975) developed a test that has been used very successfully as an informal method of identifying the learning mode of the student. Figure 4 contains the ground rules as well as learning modality tests to be given to the students. The tests do not take long; however, they offer invaluable insights to the teacher as well as the student about learning style. The teacher can make this test a valuable lesson by using it to show students the kind of learning style they use most often. The goal of the teacher would be to train the student to become a more multisensory learner. While all three types of learning should ideally be developed and demonstrated in the classroom, a student should use his or her natural learning style when under pressure. Generally it appears that:

- Visual learners should realize that although they learn fast, they also forget fast. It is a good idea for the visual learner to practice writing the subject matter to be learned.
- Auditory learners would be wise to use a tape recorder because the more auditory stimulation, the more the auditory learner will remember.
- The kinesthetic learner will write to recall material learned. Touching and feeling the item and then outlining the item will assist the kinesthetic learner.

Most people learn in more than one modality--a person may be very kinesthetic, somewhat visual, and very little auditory. Knowing this, teachers should not find it difficult to understand why certain learners will not listen to directions when the teacher is talking. It may be necessary to give different kinds of directions and explanations rather that to punish or become frustrated with students who do not listen. The problem may be in the method of direction and instruction rather than the student's attitude. Avoid giving too many directions and instructions at one time. As a rule, it is wise to give no more than three instructions at any one time. If students experience particular difficulty in following instructions when different modes have been attempted, then perhaps a professional evaluation would be in order to determine whether learning disabilities are involved.

If the classroom teacher determines that a majority of the class demonstrates one style of learning, the subject matter needs to be modified to be accommodated in that style. There will have to be changes in the curriculum and the teacher's method of instructing the class. A 50-minute lecture for one class may have to be modified to a 15-minute lecture and then quickly followed by short activities to reinforce the modified lesson. In a class of visual learners, a class lecture without using the overhead projector, films, or handouts will result in decreased motivation in the students.

Textbook Reading Levels

Teachers usually purchase materials and discover that a grade ability of seven does not meet the needs of their students, who are supposed to be reading at the seventh grade level. It is frustrating to purchase materials geared to low achievers and discover that the materials are not what they are advertised to be. The teacher needs to determine the standard used to determine a given reading level.

There are numerous tests to determine the reading level of students. Some use systems that determine levels on the basis of eye fixations per second, word recognition, sentence length, and word length. The one consistency among reading tests is the inconsistency of their results. The teachers should become familiar with one system and use it when evaluating new materials for class adoption. It is wise always to question a publisher's claim of a specific readability level. Teachers should apply their chosen readibility formula to a complimentary copy of material under consideration for adoption to validate the claims of the publishers.

In determining the appropriate formula to employ, teachers must make compromises. The formula that is easiest to use can be statistically unreliable or biased. The formula with fine statistical norms may be awkward to use for teachers without statistical backgrounds. Often readability formulas do not take into account the style and sentence structure of the author. Teachers' judgments of the difficulty of texts have definite merit when they are determining the appropriateness of textbooks for their students. Given the limited time and the need to have a formula with some general acceptance, the Fry formula is a reasonable compromise. The steps in determining the Fry readability are:

1. Randomly select three 100-word passages, one each from the beginning, middle, and end of the material. Exclude from your word count all proper nouns, numbers, and dates. If the material is short, you may use only one selection.

2. Count the number of sentences in each passage. Estimate the sentences to the nearest tenth.

3. Count the number of syllables in each passage, excluding all proper nouns, numbers, and dates.

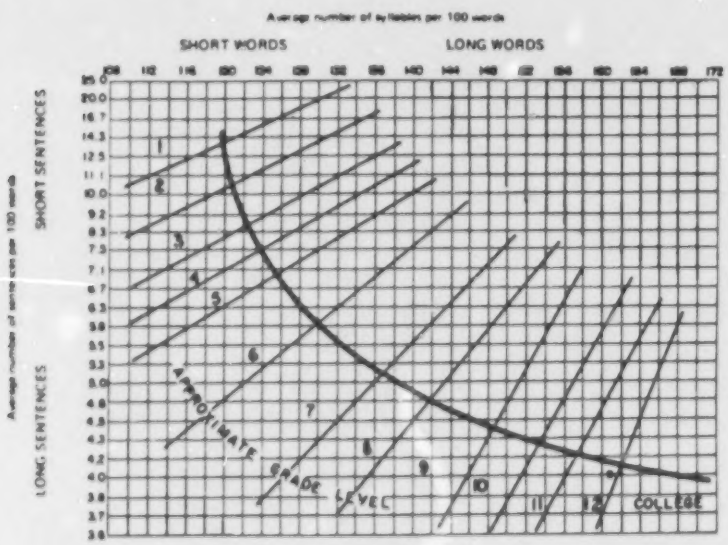
4. Average the number of sentences per passage in the three passages.

5. Average the number of syllables per passage in the three passages.

6. Locate the averages on the axes of the graph. The diagonal line nearest the point indicated by the coordinates is the approximate grade level of the passage.

The following example will illustrate how to apply the Fry formula to some typical reading material:

As already noted, a person who buys goods that he or she has inspected or had the opportunity to inspect may not complain later of defects that could have been detected by ordinary inspection. The maxim applied in such a case is caveat emptor, a Latin phrase meaning "Let the buyer beware," one of the oldest principles of the common law. According to the principle, if one gets the worst of the bargain because of his or her carelessness or failure to investigate and examine the goods before buying, he or she has no one else to blame. This assumes, of course, that there has been no fraud on the part of the seller. (Adapted from Fisk, 1972)



To determine the readability of the above example, one must:

1. Count the sentences: 4.
2. Count the number of syllables: 161.
3. Locate the two values on the graph and find their point of intersection: (*).
4. Determine the approximate grade level by the position of the intersection in relation to the diagonal lines that indicate grade levels: grade level 11.8.

A textbook written like this sample passage would probably not be appropriate for many students in high school, because of its relatively high readability level. In addition, the sentence structure is awkward, and the basic concepts are difficult to understand because of the choices of words such as defects and maxim. Teachers must select textbooks wisely, keeping their knowledge of students' reading level a priority for determining the appropriate text.

Determining the Appropriateness of Material

The search for materials that are appropriate for disadvantaged students is continual. Many teachers employ a suitability survey to assist them in determinining the appropriateness of materials. Figure 5 is a sample suitability survey. This survey can be modified to suit the individual teacher's preferences; however, the survey as it is should serve as a beginning instrument for evaluating materials. Publishers are producing an abundance of materials for the disadvantaged. Much of the material is not appropriate; however, by using a systematic method for evaluating materials, teachers can quickly sort through materials and have a file of materials that are appropriate for certain classes.

Materials for the disadvantaged student need to be neatly organized, esthetically pleasing, and visually calming. Some of the important characteristics of appropriate materials include:

- Appropriate graphics
- Space within a page to allow the eye to rest
- Activities that quickly reinforce the subject
- Vocabulary words outlined or highlighted and the definitions of the terms nearby
- Imaginative, informative, and interesting writing style
- High-interest reading in combination with graphics
- Appropriate and educationally rewarding content
- Introduction that states purpose and orients the learner
- Materials that do not embarrass the learner or challenge the learner beyond his or her ability

It would be appropriate to apply the suitability survey (Figure 5) to the materials in Figure 6 through Figure 12, which are examples of appropriate materials.

Modifying the Curriculum

Once appropriate material for the disadvantaged is decided on, much of the order can return to the classroom. Special materials can be acquired in a number of ways outside the limited budget of a typical class. Seeking funds from the special education department is most appropriate for materials needed to reinforce learning for students with special needs. It may be necessary to seek funds from the district if the monetary requests are too great for any one department. One may also seek the coordinator of vocational education to fund a vocational class project. Funds are available within the vocational budget to serve disadvantaged students enrolled in vocational programs. Another overlooked source of funding is through the school library. Many libraries have reading programs and enrichment programs to encourage reading among disadvantaged students.

There are many teachers who mistakenly believe that acquiring material is the final stage in meeting the needs of disadvantaged students. Materials are only the first step in the continuum towards establishing a successful climate in the classroom. Teachers must bear in mind that there are years of failure embedded in many students and that it may take time to overcome that handicap. Some of the other things that teachers can do to achieve success in the classroom are:

1. Teaching the student how to study for tests and quizzes
2. Modifying tests and quizzes to accommodate different learning styles: taped quizzes, computer-assisted tests, and oral quizzes and tests when appropriate
3. Establishing peer tutoring to allow successful students the opportunity to share knowledge with other students
4. Having regular class meetings to discuss informally the direction of the class, problems encountered by students and the teacher, and future plans of the class
5. Using learning styles that encompass the kinesthetic, the auditory, and the visual
6. Limiting lectures to one third of the period and allowing activities for the remaining two thirds

Conclusion

This section is merely an attempt to allow the business teacher some insight into the problems faced by disadvantaged students and some current methods for improving the climate of the classroom for those students. Few students can change in one semester the failures and frustrations of years. Students in classes emphasizing the basic skills are termed "low achievers" and even "anti-achievers" because of their opposition to the thought of being challenged within the classroom. It is perhaps the teacher's greatest challenge and paradox to create an environment that will excite the low achiever and at the same time allow creativity, enthusiasm, and comfort. It is only by accepting this challenge that the business teacher of today will make a productive and energetic employee for the business world of tomorrow.

Figure 1

STUDENT ASSESSMENT CHECKLIST FOR TEACHERS

Reading	Not At All	Occasionally	Frequently
1. Reading is mechanical, without expression	_____	_____	_____
2. Guesses words based upon few letters (first, last letters)	_____	_____	_____
3. Reads unevenly	_____	_____	_____
4. Reads past mistakes without attempting to correct errors	_____	_____	_____
5. Reads very slowly, sounds out words while reading	_____	_____	_____
6. Repeats words, loses place	_____	_____	_____
7. Moves lips during silent reading	_____	_____	_____
8. Does not understand what is read	_____	_____	_____
9. Does not read willingly	_____	_____	_____
10. Comprehends what is read to him or her better than what he or she reads alone	_____	_____	_____
Writing			
1. Does not organize ideas into meaningful paragraphs	_____	_____	_____
2. Punctuates incorrectly	_____	_____	_____
3. Does not write complete sentences	_____	_____	_____
4. Reverses letters in a word	_____	_____	_____
5. Spells phonetically and writes nonphonetic words incorrectly; e.g., thier (their), howse (house) eaite (eat)	_____	_____	_____
6. Work shows poor placement on the page; work is spaced erratically	_____	_____	_____

	Not At All	Occasionally	Frequently
7. Oral performance far exceeds written work	_____	_____	_____
8. Avoids written work though highly verbal in the classroom	_____	_____	_____
Speaking			
1. Does not articulate clearly	_____	_____	_____
2. Speaks quickly and nervously	_____	_____	_____
3. Has difficulty finding the correct words when speaking	_____	_____	_____
4. Interrupts self when speaking; distracts self and changes the subject, fragmented thoughts	_____	_____	_____
Listening			
1. Does not seem to listen to instructions	_____	_____	_____
2. Seems to misunderstand language	_____	_____	_____
3. Does not attend to what is happening in the class	_____	_____	_____
Attitude			
1. Does not follow through on assigned work, or becomes disorganized and fails to complete assignments	_____	_____	_____
2. Appears lethargic	_____	_____	_____
3. Seems to feel inadequate or negative about self	_____	_____	_____

	Not At All	Occasionally	Frequently
4. Tends to be a loner	_____	_____	_____
5. Handles frustration by becoming aggressive	_____	_____	_____
6. Has a shorter attention span than most peers	_____	_____	_____
7. Claims not to need help and avoids coming for help during tutorials for fear of appearing "stupid"	_____	_____	_____

(Based on Weiss and Weiss, 1976)

Figure 2

A SAMPLE MEMORANDUM

TO: Special Education Department

FROM: (Your name)

DATE: (Current date)

SUBJECT: Recommendation for Evaluation of (name of student)

By using an informal checklist, I have noticed that (name of student) demonstrated the following characteristics:

1. Difficulty/fear of reading in front of the class
2. High distraction level when given instructions
3. Lack of completion of assignments coupled with the inability to request assistance when offered

On the basis of this informal evaluation, I suggest that (name of student) be evaluated for language assistance. I would also like to receive a report of your findings as well as some recommendations for remedial instruction.

Figure 3

TEXTBOOK QUIZ

Name_____

Directions: This is an OPEN BOOK QUIZ! Please answer each question. When you are finished, please turn this quiz in to your teacher.

Part I: Fill-in

1. Title of Textbook:_____ 2. Publication Date: _____ 3. Number of Pages:_____ 4. Number of Chapters:_____

Part II: Identification

5. Index: What is it?_____ Where Located:_____

6. Glossary: What is it?_____ Where Located:_____

7. Table of Contents: What is it?_____ Where Located:_____

8. Preface: What is it?_____ Where Located:_____

Part III: Organization

9. How does each chapter identify and define vocabulary terms?

_____

10. What would you consider to be a reasonable homework assignment for chapter one?_____

_____

11. Please rate this textbook in terms of reading level for you.

_____a. Looks far too easy for a student like me.

_____b. It looks "OK." I feel comfortable reading the book.

_____c. It looks difficult. I could have some problems.

_____d. It looks impossible. I definitely will have problems with this textbook.

Figure 4

LEARNING MODALITY TEST

Test Ground Rules

To give the test, you need:

1. A group of not more than 15 students (it is difficult to observe more than that at any one time).

2. A list of the students' names so that you can mark your observations: V=Visual Learner; A=Auditory Learner; K=Kinesthetic Learner.

Reactions to observe:

1. Visual learners will usually close their eyes or look at the ceiling as they try to recall the visual pictures.

2. Auditory learners will move their lips or whisper as they try to memorize the facts.

3. Kinesthetic learners will use their fingers to count off items or write items in the air.

Conducting the Test:

1. Begin by informing the students that you are going to give them a test to determine what kind of learners they are: VISUAL, AUDITORY, or KINESTHETIC.

2. This test consists of pretending that the students are going to the office to pick up some items for you.

3. Write the list on the board, allowing students to watch you, but they must not copy the list. (See "First Presentation.")

4. Read them the list. You will not write it, and neither will your students. (See "Second Presentation.")

5. Finally, you will dictate the list to the students, and they will write the items on paper. (See "Third Presentation.")

After each presentation, you will ask your students to repeat the list to you if they wish. If a student is not able to repeat the list, tell the student not to worry. The response to your request should be voluntary, and the list does not have to be given back in exact order.

The predominant characteristic is used as a symptom of the learning modality. The specific test or tests in which the student has the highest recall is a reinforcement of his or her native way of learning.

First Presentation

1. Write the list on the board while the students are watching. Do NOT let them write.

2. Allow students to view the list for approximately one minute while observing their reactions. Mark the symptoms after the students' names.

   Symptoms

   a. Visual Learners: Close their eyes or look at the ceiling (mark V after name)

   b. Auditory Learners: Move their lips or whisper (mark A after name)

   c. Kinesthetic Learners: Count the items on their fingers or write in the air (mark K after name)

3. Erase the list.

4. Ask, "Who would like to repeat the items to me?"

5. Observe that the visual learners will volunteer first.

6. Call on them to recite one at a time. (Note that after a few students have recited, a few more timid hands will go up. These usually are auditory learners who have learned the list, not from seeing it, but from hearing the other students say the list repeatedly.

7. As you notice a student's symptoms, make a V, A, or K after the student's name.

Words on List:	10-Key	Type Cleaner
	Pencil	Disk Drive
	Calcultor	Flow Chart
	Ribbon	Color Wheel

Second Presentation

1. Dictate the list (no writing by either teacher or students). Repeat the dictation a second time, pausing for a moment after each item.

2. Observe that the following symptoms will occur:

   a. Visual Learners: will close their eyes to try to see the items (mark V after name)

   b. Auditory Learners: Will whisper each item as you dictate it (mark A after name)

   c. Kinesthetic Learners: Will use their hands to mark off the number of items or will write in the air (mark K after their names)

3. Ask, "Who would like to repeat the list?"

4. The auditory learners will be the most eager to respond although other students will try to repeat the items you have dictated.

5. Make appropriate notation of V, A, or K after the students' names as you notice their reactions.

Words on List:	Register Tape	Hardware
	Typewriter	Memory Chip
	Profit Wheel	Cashier's Check
	Computer	Register Till

Third Presentation

1. Tell the students to have pencil and paper ready to write the list as you dictate it orally. Tell them you will not count spelling. In fact, spell the words as you dictate.

2. After you have finished dictating the list, tell the students to rewrite the list and to look at the one they have written from your dictation.

3. When they have finished rewriting the list, tell the students to turn the paper over and write the list FROM MEMORY.

4. After the students have finished rewriting the list, see if

any students have been able to repeat the list wholly or in part.

5. Notice that students who are unsuccessful in either the first or second presentation of the test are frequently the first ones finished. These are the kinesthetic learners.

Words on List:	Dictionary	Software
	Cash Register	Keyboard
	Correction Tape	Program
	Ruler	Certified Check

Evaluation

1. A teacher will have a better understanding of the individual differences of the students in the class.

2. The teacher can encourage students to find their natural way of learning.

3. This test set will allow the teacher to modify curriculum and instruction to meet the needs of students expressing a particular style of learning.

Figure 5

MATERIAL SUITABILITY SURVEY

Ordering Information: Publisher's Name: _____

Address: _____

City and State: _____

Cost of Material: $_____

Name of Material: _____

Author's Name: _____

Category	Exceeds My Standards	Meets My Standards	Near My Standards	Pts. Ernd.
Appropriate age level	6	4	2	____
Use of graphics	6	4	2	____
Use of color/design (interest)	6	4	2	____
Time interval between material and activities	6	4	2	____
Clear and concise instructions for activities	6	4	2	____
Appropriate reading level	6	4	2	____
Organization of material (Is there a glossary, index, short chapters/units?)	6	4	2	____
Durability of material	6	4	2	____
Ease of application for individualized instruction	6	4	2	____
		Total points*		____

* 40 points or more: very appropriate for my class
36 points or more: appropriate for my class
below 36 points: materials may need revision prior to purchase

Additional Comments:

Figure 6

Reading the Phone Book

If you work in an office, you may use the phone as a tool. When you need a number, you look it up in the White Pages or Yellow Pages of your phone book. So the phone book is a tool too. It has its own style for abbreviations.

Words To Know

abbreviation: a set of letters that stands for a longer word or a person's name—for example, Av-avenue; Jos-Joseph

guide: something that shows the way

brand name: a name that gives the maker, not the seller, of something

Quick Quiz

Below are some common abbreviations used in phone books and the words they stand for. Match the words on the right with their abbreviations on the left.

1. _____hlvd	a. road
2. _____Rd	b. highway
3. _____Div	c. avenue
4. _____Dr	d. boulevard
5. _____Hwy	e. Doctor of Medicine
6. _____Co	f. drive
7. _____MD	g. lane
8. _____whol	h. dealers
9. _____La	i. continued
10. _____Av	j. division
11. _____Dlrs	k. company
12. _____Cont'd	l. wholesale

(Clayton, 1980)

This example illustrates the use of appropriate graphics and exemplifies a motivating mind set toward beginning a unit of instruction. Notice the vocabulary words are given immediately rather than at the end of a chapter.

Figure 7

3. FINDING FACTS IN ADVERTISEMENTS
Refer to the **Elmer's glue** material and answer the following questions about directions to make the heart shapes:

a. How many pieces of paper should be glued?_____

b. What is the cardboard covered with?_____

c. How many drops of food coloring should be blended?_____

d. What kind of straw do you use?_____

e. What do you mix with the food coloring?_____

f. What kind of glue is recommended?_____

g. What address do you use to order "51 Warm, Wonderful Valentines?"

_____

_____

love Elmer's
How your kids can make their own Valentines with odds and ends– a little Elmer's and a lot of love.
ELMER'S SCHOOL GLUE
ELMER'S GLUE-ALL
Using Elmer's, draw heart shape on metal foil. Blend in 3 drops of food color. Place cut sections of drinking straw into wet glue and let dry. Peel off foil.
Plus 2 drops Elmer's with 1 drop food color. Draw designs with colored glue using toothpick.
Glue 2 pieces of paper together. Cut out small flowers. Bend into shape and let dry. Glue to cloth-covered cardboard heart.
Use paper for heart shapes. Place on aluminum foil. Fill each heart with a thin coat of Elmer's mixed with food coloring. Let dry, then peel off foil.
For "51 Warm, Wonderful Valentines," send a stamped, self addressed business-size envelope to: Elmer's, P.O. Box 25W, Hilliard, Ohio 43026
BORDEN

(Adams, Flowers, and Woods, 1978)

This is an excellent example of allowing room for the learner to write within the textbook. Notice the use of graphics that are visually pleasing and text that is well spaced and organized.

BEST COPY AVAILABLE

Figure 8

NAME _____

Preview: Comparing Prices

Suppose you have been buying meat at Store A. Now a friend tells you that meat costs less at Store B.

You have these three items on your shopping list:

2 lbs. butterfish fillets
3 lbs. fryer legs
5 lbs. London broil

Find out how much these three items would cost at each store. Use the prices in the ads on this page.

Store A

1. 2 lbs butterfish _____
2. 3 lbs. fryer legs _____
3. 5 lbs. London broil _____
4. Total _____

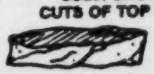
Store B

5. 2 lbs. butterfish _____
6. 3 lbs. fryer legs _____
7. 5 lbs. London broil _____
8. Total _____
9. Could you save money by shopping at Store B? _____

Store A

FRESH **GROUND BEEF**
FRESH GROUND IN OUR STORES DAILY. FAT CONTENT LESS THAN 30% PERCENT.

LB. $1.39

BEEF ROUND **LONDON BROIL**
USDA CHOICE GRADE, THICK, JUICY CUTS OF TOP ROUND and SIRLOIN TIP.

LB. $2.99

FRYER LEGS
WHOLE LEGS
LB. $1.09

FRESH FILLET OF **BUTTERFISH**
LB. $1.29

Store B

USDA WHOLE **FRESH FRYER LEGS** PER LB. $.79

BEEF TOP ROUND **LONDON BROIL** PER LB. $3.19

FROZEN 1 LB. PKG. COOKED **MEATBALLS** EACH $1.79

WATER ADDED WHOLE OR HALF **BONELESS HAM** PER LB. $1.89

BLACKCOD **BUTTERFISH FILLETS** PER LB. $1.69

Answers: 1. $2.58 2. $3.27 3. $14.95 4. $20.80 5. $3.38 6. $2.27 7. $15.95 8. $21.70 9. no

(Kahn and Bradley, 1973)

This is an example of using realistic mathematical problems that offer the learner some motivation to find the answer. Although this page was reduced in size, there is ample room for the learner to solve the problem.

Figure 9

PAY DAZE

After you do this chapter, you should be able to explain the numbers and spaces on your paycheck. You should also be able to use a bank for savings and checking accounts.

Quick Quiz:

Pick the best answer to fill in each blank space.

1. The total money you make is your _____.
   (a) deduction (b) tax (c) total gross
   (d) retirement fund

2. The money you take home is your _____.
   (a) deduction (b) net pay (c) tax (d) dues

3. After you open a savings account, your bank will give you _____ on your money.
   (a) interest (b) deductions (c) principal
   (d) lectures

4. The money that you put into your savings account is the _____.
   (a) interest (b) principal (c) deduction
   (d) identification

5. You put $100 into a savings account. You get 6% simple interest per annum. At the end of one year you have _____ in your savings account.
   (a) $103.00 (b) $94.00 (c) $105.00 (d) $106.00

6. When you put money into your savings account, you fill out _____.
   (a) a withdrawal slip (b) a deposit slip
   (c) the interest (d) your checkbook

7. When you take money out of your savings account, you may have to show your _____.
   (a) bills (b) identification (c) true colors
   (d) checkbook

8. You can save time if you pay your bills with _____.
   (a) checks (b) cash (c) coins (d) principal

9. The amount of money that is in your checking account is the _____.
   (a) interest (b) principal (c) balance
   (d) deduction

You should be able to fill in all the blanks after you read this chapter. Look for the answers as you read. When you finish this chapter, look at this quiz again. Check your answers.

Before you read about paychecks and banking, read the "Words for Your Life" on page 28. If you understand these words, it will help you to understand this chapter.

(Weingarden, 1979a)

Notice the use of the "quick quiz" as a pretest before the learner attempts the chapter. This technique can be very motivating to the learner so that he or she is prepared to read the chapter.

Figure 1

Be Responsible

Peg works as a saleslerk (SAYLZ kluhrk) in a food store. The store sells milk and other dairy foods, fruits and vegetables, canned foods, soap powders, and so on.

Peg waits on customers (KUS tuh muhrz). She helps them find the things they want. She takes payment and makes change.

Peg does other things, too. She has to help unload trucks, stack things on the shelves (SHELVZ), mark prices, and help to keep the store clean.

For the most part, Peg is a good employee (im PLOY ee). But she is not always a responsible (re SPAHN suh buhl) worker. That is, she does not always think about the needs of her employer or of other workers.

Fact Finders

Circle your answer.

1. Being responsible means:
   a. being rough and tough
   b. being thoughtful
   c. being smart
2. Which person is a responsible worker?
   a. Greg never returns the tools he borrows.
   b. Mary never gets to work on time.
   c. Sal lets his boss know if he is going to be out.
3. Which tasks are *not* part of Peg's job?
   a. waiting on customers
   b. driving trucks
   c. marking prices
4. Which job is most like Peg's job at the food store?
   a. car washer
   b. waitress
   c. supermarket clerk

(Anema, 1978)

Notice the use of illustrations that are appropriate for students.

Figure 11

Offer Your Best Ability

Mark was out of money. He didn't have enough to pay for his next body-building lesson. Just when he was doing so well.

"What can I do?" Mark asked himself.

Whenever he had needed money before, he just asked his mother or father. But these days, they had no money to spare.

"Wait a minute," Mark said to himself. "I can get a job. . . . But what kind of job? What kind of work could I do?"

Mark asked his father for some ideas. "So you want a job," his father said. "Well, why not cash in on your new ability? You're pretty strong now. You can lift and move heavy boxes. Why don't you see if any of the warehouses on Wheeler Road can use you."

"You mean just walk in and ask for a job?" Mark asked.

"Go see what you can find out about each place first. Like who runs the warehouse. Then call and ask if you can see that person."

Mark spent an afternoon visiting warehouses. A few days later he had an appointment with the owner of a book company.

ability (uh BIL uht ee)
warehouses (WAIR howz uhz)
appointment (uh POINT muhnt)

Fact Finders

Circle your answer.

1. Mark needs money to:
   a. buy a car
   b. continue his lessons
   c. pay back his father
2. Mark's best ability is:
   a. lifting and moving
   b. driving cars and trucks
   c. writing books
3. Mark's father thinks he could best find a job in:
   a. a fast-food place
   b. a warehouse
   c. an office

(Anema, 1979)

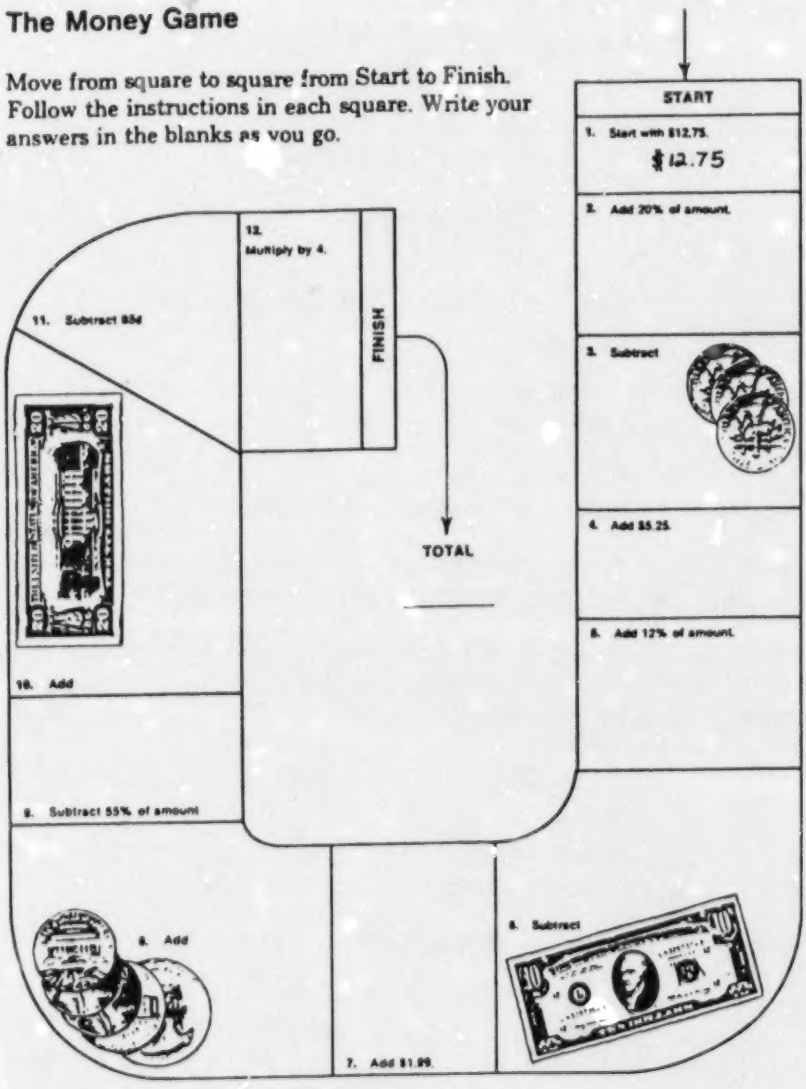
Notice the writing style and appeal of the material. The reading level is low (4.0 Fry); however, the interest is very high.

Figure 12

NAME _____

The Money Game

Move from square to square from Start to Finish. Follow the instructions in each square. Write your answers in the blanks as you go.



(King, 1980)

This is an example of using a game format to teach the fundamentals of making change. Notice the wide spaces to avoid visual blur for the basic learner.

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